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A State Education Department-based agency or Teachers Reserve is needed to canvass New York for potential teachers to stem the rising teacher shortage and to develop and maintain a program for training or retraining any individual desiring a teaching career. A statewide meeting of colleges, school administrators, and women's service groups is planned to publicize the purposes of the Reserve and attract members. Anyone subsequently applying to the Reserve will be classified according to academic and professional levels (inactive or retired teachers, provisionally certified college graduates, liberal arts graduates, and noncollege applicants) and according to the direction of educational opportunities to be made available to them: refresher courses, home study and/or oncampus courses leading to certification, and paraprofessional training and job openings created with the cooperation of school administrators. Two demonstration projects will be planned to develop the bases of future training programs and to provide inactive teachers with a means of updating skills. (LP)

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THE UNIVERSITY OF THE STATE OF NEW YORK
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NEW YORK STATE TEACHERS RESERVE: A Summary

The proposed Teachers Reserve program constitutes a major effort by the State Education Department to find solutions for the teacher shortage problem. To accomplish the desired objectives, the Teachers Reserve will administer programs and activities designed to:

1) Canvass the entire State to determine the size and make-up of the potential pool of teachers; a factor which is an unknown quantity at the present time. Once the clientele has been established and their needs known, a variety of programs will be instituted to ready them for the classroom.

2) Encourage qualified teachers to return to the classroom by providing inservice and other "refresher" courses developed in concert with institutions of higher learning. These programs appear to be the key factor in encouraging former teachers to return to the classroom.

3) Develop continuing education programs for liberal arts graduates and others who need extensive professional preparation.

4) Fully explore the role auxiliary personnel can play in the classroom and the kinds of training programs needed to qualify these individuals for such assignments.

5) Establish two (2) demonstration projects immediately to develop the bases for future training programs.

School administrators will be encouraged to play an active role in the programs and activities of the Reserve program. A conference of representatives from women's service organizations and other agencies affiliated with the educational enterprise will be convened as soon as feasible to enlist their support and participation in the program.

An advisory council will be established to provide the Reserve with advice and counsel.

The departmental administrative unit for the Teachers Reserve will be the Division of Teacher Education and Certification, and maximum inter-departmental participation will be stressed.

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NEW YORK STATE TEACHERS RESERVE

I. The Nature of the Problem

"Desperate", "Critical", "Acute" -- are adjectives being used with increasing frequency in describing the shortage of teaching manpower. The National Education Association, e.g., began its most recent summary of the teacher shortage problem with the statement: "Reports indicate that the shortage this fall may be more acute than at any time in the last two decades." The severity of the teacher shortage problem was a recurring topic of discussion at the various conferences of school administrators, and many of the latter reported that their schools were forced to open without the requisite complement of teachers.

The outlook for the future, moreover, is not encouraging. Indications point to a heightening, rather than a lessening, of the problem for the next few years. Informed sources are predicting that the demand for teachers will continue to exceed the input of new entrants into the profession; particularly if there is an acceleration of programs carried out with federal assistance, increased forays into the potential teacher market by private industry, and a step-up in the military effort.

The urgency of the situation is obvious and clearly mandates a positive and comprehensive approach in dealing with the problem. Current efforts to alleviate the shortage of teachers have been fragmentary and the results have been equally fragmental. If the situation is to be

acceptably corrected, leadership must be exercised by the State Education Department in exploring every potential source of teaching manpower and appropriate programs established to facilitate the entry of prospective teachers into the classrooms.

II. Establishment of a Statewide Teacher Recruiting Program

Studies made by educators and by organizations affiliated with the educational enterprise have concluded that there is a vast and unaccounted pool of potential teachers. One category of potential teachers mentioned most frequently consists of wives and mothers who left the teaching profession because of familial obligations. Many of these women have essentially completed their child-rearing tasks and may be ready to resume their teaching careers if given proper encouragement. In this inactive category also are the many recently retired teachers who are still physically and intellectually vigorous and who are capable of serving once again in the classroom. Liberal arts graduates, retired military personnel, Returned Peace Corps Volunteers, unemployed Negro college graduates, and National Teacher Corps teachers constitute still other potential sources of teachers.

How and what can be done to encourage these potential teachers to enter or re-enter the teaching profession? What can and should be done to prepare those with non-education backgrounds to acquire the additional subject matter and professional preparation that will qualify them as teachers? What steps can the State Education Department take to facilitate the entry of prospective teachers into the profession? How can

teaching be made a desirable, appealing, and attractive career? How effective will the use of auxiliary personnel be in alleviating the shortage problem?

A State Education Department-based agency, adequately staffed and funded, is the logical organizational arrangement for carrying out the search for answers to the questions posed above and the many others which need answers if the shortage problem is to be satisfactorily resolved. Earlier studies recommended the creation of a "New York State Women's Teachers Reserve" with its restrictive implications. The program envisioned in this proposal will incorporate the concepts underlying the Women's Reserve since they are consonant with the purposes and objectives of the proposed statewide recruiting program. But the entire program will be broadened to include both sexes and will be established under a more inclusive title of "New York State Teachers Reserve."

A. Functions and Objectives of the Teachers Reserve

A canvass of the entire State to determine the availability of teachers will be the initial task of the Teachers Reserve. This canvass is essential in ascertaining the size and make-up of the clientele the Reserve will be dealing with since this factor is an unknown quantity at the present time. Once the clientele has been established and their needs known, a variety of programs will be instituted to maximize the size of the teacher pool in the State.

Inservice and other appropriate "refresher" courses will be made available for teachers who are on an inactive status and those possessing the necessary credentials for permanent or provisional certification. The underlying purpose of these programs is to encourage prospective teachers to enter or re-enter the classroom immediately.

Continuing education programs will be developed in concert with institutions of higher learning for those requiring extensive preparatory work. Home study or combination home study/on campus study programs, proficiency examination, special courses through the television medium, and computer assisted instruction programs are vehicles contemplated for use in these training programs.

Active support will be solicited from school administrators, auxiliary educational associations and from women's service organizations.

B. Membership in the Teachers Reserve

Any individual interested in a teaching career will be eligible for membership in the Teachers Reserve. There will, however, be a categorization of the membership according to the levels of academic and professional preparation. This classification arrangement is essential to the development of programs and activities and the placement of Reserve members.

Category I. Members who are fully certified to teach but are currently on an inactive status. This classification will

include both New York State teachers and those from other states who have received certification. Provisions will be made for reviewing promptly the credentials of non-New York teachers to determine if there is equivalency in their professional preparation.

Category II. Retired teachers who are interested in returning to the classroom.

Category III. College graduates who are provisionally certified or who are eligible for provisional certification with a minimum of course work.

Category IV. Liberal arts graduates and others who have not taken courses leading to a teaching certificate. Included in this group will be those who have had partial college education and who expect to complete the requirements for the baccalaureate degree in teacher education.

Category V. The final category of members will be made up of individuals who are interested in non-professional positions in the classroom. Teacher aide candidates will constitute the bulk of the membership in this category.

Membership in the Teachers Reserve will carry with it certain benefits. The most important will be the opportunities to be made available for keeping up-to-date on the changes in the educational process. This is particularly true for the inactive teacher who will be able to meet periodically to exchange ideas with like-minded

individuals. Those interested in re-entering the classroom immediately will be provided with the opportunity to participate in workshops and other learning experiences which will enable them to make the transition from home-life to classroom teaching with a minimum of difficulty.

For those needing extensive professional preparation, guidance and counseling will be provided them by the Reserve's administrative staff, by other professional staff members in the Division of Teacher Education and Certification, and by counseling services in cooperating colleges. Planned for them also are training programs which will be administered by institutions of higher learning under contract with the State Education Department.

There are other benefits, such as eligibility to participate in special workshops, placement on a listing of available teachers which will be circulated periodically, and credit towards salary arrangements when the reservists enter the classroom. Reservists will also receive a periodic publication on the happenings in the Reserve program.

C. Establishment of a Teachers Reserve Advisory Council

An ingredient important to the success of the Reserve program is an advisory council. The merits and advantages of such a body are known and require no explanation here. Caution must be exercised, however, in establishing the composition of the council so that no one group will be alienated.

III. Implementation of the Teachers Reserve Program

A. Statewide Canvass

A major activity of the Reserve office will be a canvass of the entire state to determine the size and make-up of the oft cited "vast and unaccounted pool of potential teachers." Accomplishment of this objective will require the preparation of a research vehicle to secure concrete data on: a) number of certified but inactive teachers in the State; b) number of college graduates immediately certifiable; c) number of college graduates certifiable with minimum of course work and those needing extensive course work for certification; d) others without college degrees but desirous of entering the teaching profession; and e) all other categories for auxiliary positions, such as teacher aides, volunteers, etc.

The research vehicle will also be designed to secure answers to other relevant questions such as: a) why there is a teacher shortage; b) school systems most affected by the shortage and the causes of these shortages; c) steps being taken by individual schools to overcome the shortage; and d) what is the attrition rate of teachers and the causes of these losses. Data will also be sought to ascertain what can be done to make teaching an attractive profession and the types of modifications needed in the certification process to up-date and make it a more realistic activity.

The Department's data processing center will be an integral part of the Reserve program. Preparation of the survey questionnaire will

be closely coordinated with the center since the latter's facilities will be used for information storage, retrieval, and computation. It is anticipated that as the program progresses, the data processing center will be called upon for greater assistance and participation.

The success of this research activity will be dependent on the support given it by school administrators and organizations closely allied with educational process. Hence, a concerted effort will be made prior to the distribution of the questionnaire to involve these organizations in the activities of the Reserve program.

One possible means of involving these auxiliary organizations -- particularly the many women's organizations -- is a statewide meeting of their representatives. Women's organizations are especially interested in programs of this nature and their membership has indicated that it would provide the necessary impetus for the canvassing activity and for all other aspects of the Reserve program.

B. Statewide Publicity on Reserve Program

The completion of the staffing arrangements of the Reserve office is the first order of business. Following this is the establishment of the Teachers Reserve Advisory Council whose assistance will be needed in developing a statewide meeting of all groups interested in the Reserve program. The latter meeting, as was mentioned earlier, will be a key factor in publicizing and attracting the attention of potential teachers to the Teachers Reserve.

The formal launching of the Reserve program will take place as soon as feasible. At the appropriate time the mass media will be utilized in publicizing the program; its purposes and objectives, what the Reserve program will do for the members, and how and where to apply for membership. The Bureau of Mass Communications will assist in developing the publicity vehicle for the radio and TV media and other forms of publicity materials to be used by the newspapers and by community organizations.

C. Registration of Reserve Members

Individuals interested in joining the Teachers Reserve will be instructed to write the Reserve office for copies of the questionnaire or to contact one of the pre-designated service organizations. Information in the questionnaire will be recorded by the data processing center according to a pre-arranged coding system. When sufficient numbers of the questionnaires have been returned an analysis will be made to determine the names of individuals who are fully certified to teach and are immediately available for full or part-time teaching. The names of these teachers will be circulated to the appropriate school administrators.

The information provided in the questionnaire will also be sorted to determine the academic and professional levels of each applicant for assignment to the appropriate membership categories and subsequent direction of the educational opportunities that will be made available to them. Processing of certification applications will be an integral part of this registration process.

IV. Continuing Education Program for Reserve Members

The most urgent task of the Reserve is the immediate enlargement of the input of teachers into the teaching ranks. To accomplish this mission, the Reserve office will initially concentrate on those who are certified or certifiable as teachers and provide them with the means of entry into the classroom. It will be incumbent on the Reserve office to eliminate the one factor which has deterred many inactive teachers from returning to the classroom, i. e., the fear that their prolonged absence has detracted from their competence as teachers. This lack of confidence also applies to women who are reluctant to enter as students in the classroom because of the fear that they will not be able to cope with the attendant responsibilities.

A. For Certified Teachers

To restore their confidence as well as to bring them up-to-date on recent developments in the educational process, arrangements will be made with institutions of higher learning to establish appropriate seminars and workshops. These "refresher" courses and study programs will be made available only to individuals in the above categories since they will be tailored to their needs.

B. For Liberal Arts Graduates Interested in Teaching

A more elaborate program is needed for all other members of the Reserve. Liberal arts graduates, e.g., who have not had any education

courses will require extensive preparation before they can be admitted to the classroom. The individual resuming her interrupted academic program requires even greater preparation. If these individuals are actively seeking a teaching career, the Reserve will have to develop the means of accommodating their needs.

There are a number of alternative ways in which this need can be fulfilled. Sufficient progress has been made in home study programs verified by examination to warrant an expansion of this method of study. A further refinement of this study program is a combination home study on campus approach which can be adapted to the needs of the Reserve members. Educational TV would be an integral element in the development of these home study programs.

Proficiency examination for subjects which lend themselves to this type of testing could be readily developed and administered by institutions of higher learning associated with the Reserve program. Still another possibility is the computer-assisted instruction program being developed by the Inservice Bureau of the Division of Teacher Education and Certification.

C. For Sub-collegiate Auxiliary Personnel

The teacher today performs a wide variety of tasks which greatly detracts from his principle responsibility as the diagnostician for learning and the decision-maker in the learning process. Such duties as monitoring lunch rooms and lavatory periods, standing watch in halls

and study halls or chaperoning dances are not a central part of teaching and can be effectively performed by non-teaching personnel. An auxiliary personnel program, judiciously applied, could greatly enhance the role of the teacher in the classroom.

One of the major responsibilities of the Teachers Reserve, therefore, will be to work with school administrators in developing a program for the training and utilization of auxiliary personnel.

D. Demonstration Projects

Planning will begin immediately for the creation of two demonstration projects. Both projects will be administered by institutions of higher learning under contract with the State Education Department; one will be located in an urban community with a large population and the second in a less populated urban community. The severity of the shortage problem will be a factor in the selection of the project site. The availability of an on-going program will be another determinant factor in the selection of the institutions.

The demonstration projects will concentrate on providing inactive teachers with the means of acquiring the skills that are required in the present day classroom situation. A modest program will also be instituted for those requiring minimum course work for their certification. The results of these experiments will largely determine future programs for the Teachers Reserve.

All of these alternatives are being fully explored and a definitive program will be developed by the time the Reserve program is officially launched.

V. Staffing of the New York State Teachers Reserve Office

The departmental administrative unit for the Teachers Reserve will be the Division of Teacher Education and Certification. Assignment of the Reserve program to the Division will add another dimension to the already established programs of teacher education, inservice training, and certification. It might be noted parenthetically that the Division has already assumed a recruiting function in its Office of Peace Corps Affairs.

Sufficient manpower must be made available for the administrative needs of the Reserve office. The projected activities and responsibilities of the office are of sufficient magnitude to warrant at least three (3) professional personnel and five (5) administrative and clerical personnel.

In addition to his supervisory responsibilities, the consultant in charge of the program will be expected to develop appropriate continuing education programs. A second consultant will assist in directing the program and will also be responsible for developing and maintaining the registration and certification of Reserve members. The third consultant will assume responsibility for directing the various research activities that are essential to the functioning of the program.